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# Editorial

**Dear IEJEE Readers,**

It is a great pleasure for me to present this Volume 10, Issue 5, of *International Electronic Journal of Elementary Education (IEJEE)*.

Thirty three researchers from seven different countries address several important educational issues like assessment, validation of educational tools, socio emotional well-being, personal and social skills development, empowerment in education, self-directed learning ability, achievement in mathematics, focuses in early childhood education, misconceptions in mathematics teaching, language teaching, reading comprehension, school violence, and parents' perspectives on the concept of mathematics.

As the readers may noticed, IEJEE continuously tries to improve its technical quality i.e. layout, submission system, peer-reviewing process, accessibility and open access policy.

Our main aim is to be a reliable channel for scientific research on issues related to elementary education. We receive encouraging feedback from researcher colleagues from around the world. On behalf of IEJEE's editorial team, I want to thank all of the researchers who chosen IEJEE for their submission, to those who read and disseminate the IEJEE articles and to those who give us feedback.

There is not any doubt that IEJEE is a product of collaborative network in which peer reviewers and executive editorial team do a great job.

I want to express my gratitude to all of them, particularly to the chief coordinator of reviewing process Dr. Gökhan Özsoy, members of his team Dr. Hayriye Gül Kuruyer...

**Editor-In-Chief**

Kamil Özerk, Professor of Education